R E P O R T R E S U M E S

ED 019 334 UD 005 103

SEVENTH GRADE SOCIAL STUDIES PROGRAM EVALUATION, SEPTEMBER 6, 1966-JUNE 16, 1967.

MILWAUKEE PUBLIC SCHOOLS, WIS.

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.24 29P.

DESCRIPTORS- *SOCIAL STUDIES, *GRADE 7, *EDUCATIONALLY DISADVANTAGED, *STUDY SKILLS, *COGNITIVE DEVELOPMENT, PROGRAM EVALUATION, JUNIOR HIGH SCHOOL STUDENTS, CURRICULUM DEVELOPMENT, COURSE CONTENT, CLASS SIZE, CHANGING ATTITUDES, STUDENT TEACHER RELATIONSHIP, TEST RESULTS, MEASUREMENT INSTRUMENTS, STUDENT IMPROVEMENT, MILWAUKEE, WISCONSIN, STANFORD ACHIEVEMENT TEST, SEVENTH GRADE SOCIAL STUDIES TEST, PUPIL ATTITUDE SCALE, ESEA TITLE 1

THE SEVENTH GRADE SOCIAL STUDIES PROJECT OF THE MILWAUKEE PUBLIC SCHOOLS WAS DESIGNED TO STRENGTHEN THE WORK-STUDY AND COGNITIVE SKILLS OF DISADVANTAGED PUPILS IN THE AREA OF SOCIAL STUDIES. IT WAS EXPECTED THAT THE STUDENTS' KNOWLEDGE OF COURSE CONTENT WOULD INCREASE AND THAT THEIR ATTITUDE TOWARD THEIR ROLE IN SOCIETY WOULD IMPROVE. THE PROJECT OPERATED IN SIX CENTRAL CITY JUNIOR HIGH SCHOOLS FROM SEPTEMBER 1966 TO JUNE 1967. USING A REVISED CURRICULUM BASED ON A MODIFIED ANTHROPOLOGICAL APPROACH, THE PROJECT STAFF TAUGHT STUDENTS APPROPRIATE ROLES IN GROUP LIVING. SMALLER CLASS SIZES AND EXTENSIVE USE OF SPECIAL INSTRUCTIONAL MATERIALS WERE ESSENTIAL ASPECTS OF THE PROJECT. ACCORDING TO TEST-RETEST SCORES, THE STUDENTS GAINED SOCIAL STUDIES SKILLS AND LEARNED THE COURSE CONTENT. THEIR ATTITUDES TOWARD THEIR ROLE IN SOCIETY IMPROVED, AS DID THEIR BEHAVIOR AND MOTIVATIONAL LEVEL. THERE ALSO WAS IMPROVEMENT IN THE TEACHER-STUDENT RELATIONSHIP. SUGGESTIONS FOR PROJECT IMPROVEMENT ARE INCLUDED. SAMPLES OF THE VARIOUS PROJECT MEASUREMENT INSTRUMENTS ARE APPENDED. (NH)

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MILWAUKEE PUBLIC SCHOOLS

Division of Curriculum and Instruction

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SEVENTH GRADE

SOCIAL STUDIES

SEPTEMBER 6, 1966 -- JUNE 16, 1967

PROGRAM EVALUATION

conducted by

DEPARTMENT OF PSYCHOLOGICAL SERVICES AND EDUCATIONAL RESEARCH

in conjunction with

DEPARTMENT OF SECONDARY CURRICULUM AND INSTRUCTION

UD 003 103

FUNDED UNDER TITLE 1 OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

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INTRODUCTION

In January, 1966, the Milwaukee Public Schools received funding under Title I of the Elementary and Secondary Education Act and implemented a seventh grade social studies project designed to meet the needs of educationally disadvantaged pupils. The report that follows describes the project objectives and procedures and the extent to which the project has accomplished the goals established for it.

General Purposes of the Project

The purpose of this project was to strengthen work/study and cognitive skills in the social studies area for disadvantaged students. It was also expected that student attitudes toward their role in society would improve through increased knowledge of our culture.

Significance of the Project

Disadvantaged youngsters are often characterized as being psychologically inadequate in work/study and cognitive skills and in their knowledge of social studies. Because of this inadequacy they do not understand, accept, and/or participate in the social, political and economic system within the latitude provided by our society. These pupils lack the normal skills, knowledges and attitudes which are appropriate for the given chronological age.

Attempts by individual teachers to work effectively with approximately 150-180 children per day in the secondary school indicate that this number of students severely limits successful instruction with this type of pupil.

The establishment of an adequately supervised project involving extensive curriculum improvement, providing additional materials together with smaller class sizes was expected to favorably affect teaching and learning.

Project Dates

The project is a continuation of the Seventh Grade Social Studies project originally implemented in January, 1966. This evaluation covers the period of time from September 6, 1966 through June 16, 1967.

Project Objectives

The specific objectives of the project are:

-- To strengthen the work/study and cognitive skills as they relate to the study of history and the social sciences,

-- To increase the pupil's knowledge of the background of our present technology and social institutions (culture) which is not acquired through the present organization of the seventh grade course of study, and to increase insight into the status of these technologies and institutions in our culture today,

-- To capitalize on the skill and knowledge acquisition described above to lead pupils to consider their attitudes toward their role in our society.

PROJECT POPULATION

The project operated in six central city junior high schools which contained large numbers of pupils defined as educationally disadvantaged. Table 1 provides a summary of project schools and class enrollments.

TABLE 1

PROJECT SCHOOLS AND CLASS ENROLLMENTS

Schools	Semester 1		Semester 2	
	Classes	Students	Classes	Students
Fulton Junior High	4	61	4	60
Kosciuszko Junior High	2	31	3	45
Lincoln Junior High	4	47	4	52
Roosevelt Junior High	3	43	3	44
Walker Junior High	3	47	3	46
Wells Junior High	4	59	4	59
Total	20	288	21	306

A total of 288 pupils were served by the project during the fall semester and 306 during the spring semester. Most of the pupils were in the project two semesters. One teacher was assigned to each of the six project schools. They each taught between two and four project classes. In three cases the teacher also taught classes in the ninth grade citizenship project.

Selection Procedures

The following criteria were generally used to select students:

1. Low pupil mental abilities.
2. Scores below the city-wide mean on the Iowa Test of Basic Skills.
3. Overall grades that average C-D-U.
4. Low achievement scores.
5. Recommendation from the teacher or guidance counselor indicating the student needed to improve in attitude, but was not a behavioral problem or disruptive to the point that would preclude his being able to profit from an E.S.E.A. class experience.

Project Operational Procedures

Two to four special classes were established in each school with an enrollment of approximately 15 pupils who had known deficiencies in skills and knowledge in the social studies area. All students were either first or second semester seventh graders.

The curriculum of the seventh grade was revised. A completely new course of study and a curriculum guide was written by the supervising staff and social studies teachers. It presented a brief survey of the history of western civilization and a modified anthropological approach to a series of units, each dealing with a cultural universal. After the historical survey section, the units dealt with the study of the evolvement of man's procedures for dealing with food, clothing, shelter, transportation and other needs. In the second semester of the project topics included more abstract matters of the evolvement of our present social institutions such as the family, economic system, governmental system and art forms. Each of these topics was studied historically and contemporaneously. In-depth consideration was given to the matter of effective participation in these institutions as a citizen here and now.

The teachers used the cooperatively planned curriculum guide to aid them in their classroom activities. A project supervising teacher worked closely with all project teachers to assist them in their classroom procedures and with special materials.

Provision was made for one additional preparation period for each project teacher to facilitate the reorganization of the curriculum as indicated and to identify and develop study materials for pupils in order to implement this reorganization.

Additional instructional materials appropriate for the revised curriculum together with special audio-visual materials of instruction that could correlate with the course of study were obtained.

EVALUATION PLAN

Research Design

A test-retest design was used to evaluate changes in pupil achievement and attitudes. The following instruments were used to measure project objectives.

1. Two alternate forms of the Stanford Achievement Test, Intermediate Level 2, part B (Study Skills) were used to evaluate changes map reading and chart reading skills.

2. The Seventh Grade Social Studies Test is a revised version of a test which was formerly called the World Civilization Test. It was written by the supervising teacher and research associate and was designed to measure specific content knowledge contained in the newly written course of study.

3. The Pupil Attitude Scale was developed during the fall semester by the research staff and was specifically designed to be closely related to the content-based attitudes which the teachers were attempting to teach through the new course of study. It consisted of twenty items which were read aloud to the students by a member of the research staff to avoid handicapping those students with reading difficulties. The students were asked to respond on an answer sheet by indicating one of five possible answers to the statement:
    1. strongly agree
    2. agree
    3. undecided or don't know
    4. disagree
    5. strongly disagree

    Eight of the items were positive statements regarding a person's role as a citizen and twelve were negative.

4. All project teachers were asked to complete a twenty item Teacher Questionnaire indicating the effectiveness of project procedures and activities.

5. A Principal Evaluation form was designed to allow principals in project schools to rate the extent to which the project had accomplished its objectives of improvement in the following areas:
    1. teacher-learning environment
    2. teaching performance
    3. pupil attitude
    4. personal development of pupils
    5. curriculum materials
    6. supervision

A copy of all locally devised instruments appears in the Appendix.

Sample Selection

The evaluation samples consisted of four randomly selected 7B classes and eight randomly selected 7A classes. This sample size represents approximately 3/5 of the total project population. It included at least one class in each project school.

Data Collection Schedule

Table 2 provides a summary of data collected:

TABLE 2

DATA COLLECTION SCHEDULE

	Instrument	Administered by	Administered to	Month of Administration	
				Sem. I	Sem. II
1.	Stanford Achievement Intermediate II Form W-X	Teacher	Four randomly selected 7B classes	Sept.	May
2.	Stanford Achievement Intermediate II Form X	Teacher	All 7A pupils who were in the project during the spring semester 1965-66	Sept.-Jan.	
3.	Stanford Achievement	Teacher	Six 7B classes	Feb.	May
4.	7th Grade Social Studies Test, Parts 1, 2, 3, & 4	Teacher	Six 7B classes	Feb.	May
5.	7th Grade Social Studies, Part 1	Teacher	Four 7A classes	Feb.	June
6.	7th Grade Social Studies, Parts 2, 3, & 4	Teacher	Four 7B classes	Sept.-Jan.	
7.	Pupil Attitude Scale	Research Associate	Five randomly selected classes		Feb. May
8.	Teacher Questionnaire	--	All project teachers		June
9.	Principal Evaluation	--	Six principals in project schools		June

Procedures for Analysis of Data

Changes in achievement were evaluated using a test-retest design. The significance of the gain from the pretest to the post-test was statistically analyzed by the use of a "t" test.

A total score was derived on each pupil's attitude scale by summing the scaled values for each of the twenty items. The individual items were weighted 5-4-3-2-1. The student was given a higher value if he agreed with positive items or disagreed with negative items. The total scores on the pretest were compared with the post-test total scores by means of a "t" test. A "t" test was also run between individual items to determine change from pre to post test.

All quantifiable responses on the teacher questionnaire were tallied. A complete tabulation of responses appears on the sample questionnaire in the Appendix. Non-quantifiable responses were grouped when similar and paraphrased. All responses on the principals' evaluation were summarized in a Table. A mean was computed.

Limitation of Data Collection Procedures

1. The absence of a comparison group severely limits the design and the conclusions that can be drawn from the evaluation.

2. The development of instruments designed to measure specific content and attitudes being taught through the new course of study was not completed until the second semester. The complete evaluation of certain course content and attitudes was not implemented until the beginning of the spring semester.

RESULTS

Cognitive Skills

Gains in social studies cognitive skills were measured during the fall semester with parts 2, 3, and 4 of the Seventh Grade Social Studies Test (formerly called Western Civilization Test) and part 1 during the spring semester. The results are reported in Table 3.

TABLE 3

INITIAL AND FINAL RAW SCORE MEANS ON SEVENTH GRADE SOCIAL STUDIES TEST

Group	N	Mean Pre Test	Mean Post Test	Difference	"t" value
Four project classes:					
Fall Semester	48	9.62	20.39	10.77	12.78**
Spring Semester	66	4.12	6.20	2.08	6.28

**Statistically significant at .01 level

Six spring semester 7B classes were given the complete Seventh Grade Social Studies Test pre and post, parts 1, 2, 3, and 4. The results of the spring semester testing are reported in Table 4.

TABLE 4

INITIAL AND FINAL RAW SCORE MEANS ON SEVENTH GRADE SOCIAL STUDIES TEST (Spring 1966-67)

Group	N	Mean Pre Test	Mean Post Test	Difference	"t" value
Six 7B classes	91	10.36	20.07	9.71	16.41**

**Statistically significant at .01 level.

Study Skills

Gains in social studies study skills were measured during the fall semester with the Stanford Achievement Test, part B. The results of testing fall semester 7A's are reported in Table 5.

TABLE 5

INITIAL AND FINAL RAW SCORES MEANS ON STANFORD ACHIEVEMENT TEST, PART B (Fall 1966-67)

Group	N	Mean Pre Test	Mean Post Test	Difference	"t" value
Eight Project Classes:					
Fall Semester 7A's	94	14.52	16.17	1.65	6.07**

**Statistically significant at .01 level.

Fall semester 7B's who were in the project for the full year were pretested in September and post-tested in May on the Stanford Achievement Test. Results for four randomly selected classes are reported in Table 6.

TABLE 6

INITIAL AND FINAL RAW SCORE MEANS ON
STANFORD ACHIEVEMENT TEST, PART B
(1966-67 School Year)

Group	N	Mean Pre Test	Mean Post Test	Difference	"t" value
Four 7th Grade Classes	41	10.98	14.39	3.41	4.59**

**Statistically significant at .01 level.

Spring semester 7B's who were newly added to the project were pretested in February and post-tested in May with the Stanford Achievement Test. The results for six randomly selected classes are reported in Table 7.

TABLE 7

INITIAL AND FINAL RAW SCORE MEANS ON
STANFORD ACHIEVEMENT TEST, PART B
(Spring 1966-67)

Group	N	Mean Pre Test	Mean Post Test	Difference	"t" value
Six 7B Classes	87	11.47	16.51	5.05	5.60**

**Statistically significant at .01 level.

The data in Tables 3 to 7 indicate that, in general, project pupils have improved significantly in their cognitive skills in Social Studies areas and in their study skills. No generalizations beyond this can be drawn since no comparison group was tested which would have indicated how much of this increase can be attributed to the project procedures and activities.

Pupil Attitude Scale

Five randomly selected 7A classes were given a five point attitude scale pre and post. A total score was calculated for each pupil by summing responses on individual items. The most positive response on each item was worth five; the most negative was worth one. A "t" test was run on the total scores between the pretest and the post-test. The results are reported in Table 8.

TABLE 8

INITIAL AND FINAL MEAN SCORES
ON ATTITUDE SCALE
(Spring 1966-67)

Group	N	Mean Pre Test	Mean Post Test	Difference	"t" value
Five project classes	68	67.81	78.21	10.40	3.24**

**Statistically significant at .01 level.

In order to further evaluate attitudes toward specific scale items a "t" test was run on individual items between the pretest and the post-test. The results of the analysis are reported in Table 9.

The data in Table 9 indicate that attitude toward eight of the twenty areas of citizenship have improved significantly during the second semester. This is more improvement than would be expected by chance. No specific items decreased significantly. In general, it can be stated that attitudes toward citizenship have improved. In the absence of a comparison group it is not possible to determine what might have occurred without the project activities during a comparable period of time.

TABLE 9

INITIAL AND FINAL MEANS ON
ATTITUDE SCALE BY ITEM
(Spring 1966-67)
N=79

Attitude Toward	Mean Pre	Mean Post	Diff.	"t" value
1. Protection from harm	4.18	4.46	.28	2.43**
2. My education	4.08	4.09	.01	0.00
3. Shoveling snow from my walk	3.35	3.27	-.08	-0.00
4. Policeman	3.10	3.83	.73	3.79**
5. Police and fire protection	3.89	4.02	.13	0.61
6. Employees responsibilities	3.40	3.56	.16	0.83
7. The job of an alderman	2.97	2.87	-.10	-0.57
8. Rights of people	4.12	4.02	-.10	-0.58
9. Keeping up my yard	3.48	3.80	.32	1.64*
10. My teenage group	3.60	4.00	.40	1.94*
11. Changing the law	4.17	4.06	-.11	-0.64
12. Teenager's rights	3.64	3.94	.30	1.64*
13. Teachers' rights	3.26	3.49	.23	1.26
14. Painting & fixing our home	2.47	3.36	.89	5.36**
15. Keeping parks clean	3.18	3.97	.79	1.30
16. Obeying laws	3.51	4.16	.65	3.77**
17. Responsibilities as children	3.87	4.24	.37	1.98*
18. The constitution	3.46	3.65	.19	1.17
19. Teenage rights	3.93	4.01	.08	0.00
20. Responsibilities of citizens	4.45	4.35	-.10	-0.81

*=Statistically significant at .05 level.
**=Statistically significant at .01 level.

Teacher Questionnaire

Teacher questionnaires were returned by eleven of thirteen project teachers. The following generalizations can be drawn from the responses of project teachers in all three E.S.E.A. secondary social studies projects:

1. The E.S.E.A. secondary social studies projects have generally been effective for disadvantaged pupils in strengthening their work/study and cognitive skills in the area of social studies and in increasing pupil knowledge of course content.

2. General positive changes have been observed by teachers regarding project pupils' attitude toward their role in our society. Positive changes have been observed in behavior, conduct and motivational level.

3. Ten of eleven teachers indicated that the project promoted a marked positive change in teacher-student relationship. The other teachers called it a slight positive change.

4. All eleven project teachers said that the instructional materials had generally been appropriate for the classes. They reported a general frequent use of special equipment.

5. All eleven teachers felt that the students selected received more benefit from this type of class setting than they would have from a regular class.

6. Two teachers indicated that the selection criteria for students to be included in the project should be made more specific and made known to all personnel connected with the project.

7. Three teachers said they felt that the project should be expanded to include more pupils and more schools.

Principal Evaluation

A school principal evaluation form was used to obtain opinions indicating the extent to which the project had accomplished some general educational objectives. The principals were asked to respond only to those items relevant to this project. The data from this form are shown in Table 10.

TABLE 10

PRINCIPALS' EVALUATION OF THE EFFECTIVENESS OF THE SEVENTH GRADE SOCIAL STUDIES PROJECT

Improvement in:	Number of Ratings in Each Category				Mean Rating
	Out-standing 3	Satis-factory 2	Unsatis-factory 1	No opinion 0	
Teacher-Learning Environment	1	2			2.333
Teaching Performance in this Area	1	2			2.333
Pupil Attitude		3			2.000
Personal Development of Pupil		3			2.000
Curriculum Materials	2	1			2.667
Supervision	2	1			2.667

The data in Table 10 indicate that principals rated the project as either satisfactory or above in all six areas listed. This would indicate that they perceive the project to be accomplishing these goals.

SUMMARY

The Seventh Grade Social Studies Project of the Milwaukee Public Schools was designed to strengthen the work/study and cognitive skills of disadvantaged pupils in the social studies area. It was expected that the pupils' knowledge of course content would increase and that the project students' attitude toward their role in our society would improve. The project operated in six central city junior high schools from September 6, 1966 to June 16, 1967. The project emphasized a revised curriculum based on a modified anthropological approach to teach pupils appropriate roles in group living. Smaller class sizes and extensive use of special instructional materials were essential aspects of the project.

Strengths of the Project

1. Project pupils have made general gains in cognitive skills and work/study skills and have acquired knowledge about course content as measured by standardized and locally devised tests.

2. Pupils have improved their attitudes toward their role in society as measured by an attitude scale and teacher and principal observations.

3. Project teachers have observed changes in a positive direction in the area of pupil behavior, conduct and motivational level.

4. The teacher-student relationship has improved in general.

Suggestions for Improvement of the Project

1. Teachers indicate that the selection criteria for inclusion of pupils in the project are not specific enough. Clearly defined criteria need to be communicated to all project personnel.

2. The objectives of the project need to be written more clearly in behavioral terms.

3. Some sort of comparison group needs to be located in order to fully evaluate the effects of project procedures and activities.

The overall effect of the project has been positive. The stated objectives for helping disadvantaged pupils have been met.

APPENDIXES

Pupil Attitude Scale

Teacher Questionnaire

Principal Evaluation Form

Appendix A

STUDENT ATTITUDE SCALE

7th Grade Social Studies

Directions: "Fill out the blanks at the top where it asks for your name etc. Even though there is no blank put down the hour of this class in the space under where your teachers name is printed."

"This is not a test. It will not affect your grades in this class or in any other class. I want to know how you feel about some things. You have the answer sheet. I am going to read a statement and I want you to decide if you agree or disagree with it. Look at the key. If you Strongly agree, circle SA, If you Agree, circle A, etc."

I will read each statement two times. When I read the word "I", pretend that it is you reading the statement and tell me how you feel, Each statement should have only one circled answer.

1. As a member of a city I have a right to be safe from harm.
2. If I don't take advantage of a chance for an education I am not living up to my responsibility.
3. If I don't shovel the snow from the walk near my house I am hurting no one but my self.
4. Citizens should cooperate with a policeman if they like him.
5. Citizens who do not use police and fire protection should not have to help pay for them.
6. Workers who don't produce good products are being unfair to their employers.
7. An elected alerman has only one job, to protect the rights of voters in his part of the city.
8. There is no reason for me to try to protect the rights of people I do not know.
9. If people allow garbage to lie in their yard they hurt the rights of others.
10. As a member of a teenage group I should do what the group tells me to do.

11. The best way for me to change an unfair law is to disobey it.

12. Teenagers have no rights of their own.

13. When a student disrupts a class activity he is taking away some of his teachers rights.

14. If people don't paint and fix their home they are hurting the rights of others.

15. Special people are hired to take care of public parks and they don't need my help.

16. A person should obey the laws that he thinks are good for him.

17. Parents have responsibilities to their children, but children have no responsibilities to their parents.

18. Rights guaranteed by the Constitution must be earned by living up to responsibilities.

19. Teenagers should have the same rights as adults.

20. All of the citizens living in a neighborhood are responsible for improving it.

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction
Department of Psychological Services
and Educational Research

Secondary Social Studies
Project (S-1F)

Teacher Questionnaire
Grade taught_____

1. How effective have the special E.S.E.A. project classes been for disadvantaged pupils in strengthening their work/study and cognitive skills in the social studies?

Outstanding	3
Very effective	4
Adequate	4
Somewhat limited	
Ineffective	

2. How effective have the project classes been in increasing the pupils' knowledge of the course content?

Outstanding	1
Very effective	6
Adequate	4
Somewhat limited	
Ineffective	

3. Briefly describe how the activities in your project classes differ from regular social studies classes._____

_____

_____

_____

4. What general changes have you observed in the project students' attitude toward their role in our society?

Marked positive	4
Slight positive	7
None	
Slight negative	
Marked negative	

5. Please check (✓) any of the following E.S.E.A. instructional equipment which was made available in your classroom and the extent to which each was utilized in your classroom by using the following code numbers:

4 = Used extensively (Once or twice per week)
3 = Used frequently (Many times during the semester, but not every week)
2 = Used occasionally (A few times per semester)
1 = Not used at all

Available (✓)	Equipment	Extent of use			
		1	2	3	4
10	Skills-building kits	0	6	3	2
10	Map skill kits		8		2
10	Films & Filmstrips			5	6
9	Overhead Transparencies		5	4	1
9	Phonograph records		8	2	
10	Special supplementary texts		4	4	3
8	Supplementary paperbacks		7	3	1
	(others) _____		1		
	_____				

6. What changes did you observe in the motivational level of the students in the project classes?

Marked positive 5
Slight positive 6
None
Slight negative
Marked negative

7. What changes did you observe in the general behavior and conduct level of students in project classes?

Marked positive 8
Slight positive 3
None
Slight negative
Marked negative

8. What effect did the project have on promoting a closer teacher-student relationship?

Marked positive 10
Slight positive 1
None
Slight negative
marked negative

9. How would you rate the help that you received from your Supervisory Staff?

Outstanding 4
Very good 6
Good
Fair 1
Inferior

10. What do you think generally about the procedures being used to evaluate this project?

Outstanding
Very good 7
Good 2
Fair 2
Inferior

11. What general reactions toward the project have you observed from teachers in your school not directly associated with E.S.E.A. projects?

Very favorably 6
Somewhat favorably 4
Neutral 1
Somewhat unfavorably
Very unfavorably

12. How do you evaluate this project's overall effect on disadvantaged children?

Very favorably 7
Somewhat favorably 4
Neutral
Somewhat unfavorably
Very unfavorably

13. How do you evaluate overall effects of the Elementary Secondary Education Act projects at your school on disadvantaged children?

Very favorably 7
Somewhat favorably 4
Neutral
Somewhat unfavorably
Very unfavorably

14. Do you feel that the students selected for the project classes received more benefit from this type of class setting than they would have from a regular class setting?

Yes 11
No

15. Have the instructional materials generally been appropriate and satisfactory for the classes?

Yes 11
No

16. Did you feel that you personally have been sufficiently involved in the structuring and planning of this project?

Yes 10
No 1

17. Do you feel that you would benefit from additional inservice orientation sessions?

Yes 9
No 2

18. What in your opinion is the most helpful feature in this project?

19. What in your opinion is the least helpful feature in this project?

20. What changes would you make in this project?

If there are any other comments that you wish to make, please feel free to do so here:

School _____

Rating Key
3 = Outstanding
2 = Satisfactory
1 = Unsatisfactory
0 = No Opinion

OBJECTIVES (AIMS OR GOALS OF PROJECTS)

Objective	As a result of this project, there has been improvement in:	SAMPLE: Lower Pupil-Teacher Ratio Project No. XX	S-1A Language Arts	S-1B Foreign Language Aides	S-1C Home Economics Aides	S-1D Mathematics	S-1E Science	S-1Fa Grade 7 Social Studies	S-1Fb Grade 9 Citizenship	S-1Fc Grade 11 U. S. History	S-2 After-School Reading Centers	S-3 Library Services and Facilities	S-4 Secondary Music Experience	S-5 Expanded and New Art Experience	SS-1 Expansion of Psychological Services	SS-9 Guidance Services	S-7 Industrial Education Aides
A.	Teacher-Learning Environment	(2)															
B.	Teaching Performance in This Area																
C.	Pupil Attitude	(1)															
D.	Personal Development of Pupil	(0)															
E.	Pupil-Teacher Relationship	(3)															
F.	Home-School Relations																
G.	Out-of-School Relations																
H.	Curriculum Materials	(3)															
I.	Teacher Morale																
J.	Supervision																

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